DOCUMENT RESUME

ED 176 933 RC 011 646

AUTHOR King, Lovern Root, Ed.
TITLE Native American Adult Reader. Teacher's Guide.
INSTITUTION United Indians of All Tribes Foundation, Seattle, Wash.
PUB DATE 77
NOTE 102p.; Not available in paper copy due to colored pages; Related documents are RC 011 187 and RC 011 644-646

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Education; Adult Reading Programs; *American Indian Education; *Behavioral Objectives; Concept Teaching; *High School Equivalency Programs; Learning Activities; Reading Comprehension; Reading Instruction; *Reading Skills; Relevance (Education); Skill Development

ABSTRACT

Behavioral objectives and supplemental student activities are featured in this teacher's guide for using the Native American Adult Readers in basic education/GED programs. The guide provides the rationale for developing the readers, which contain a variety of brief articles and essays and are designed to provide meaningful material based on Native American cultures. Each of the three readers reflects one of the Adult Basic Education reading levels--beginning (grade 3 and below), intermediate (grades 4-6), and advanced (grade 7 and above). For each selection in the readers, the guide includes (1) a precise statement of the concept discussed, (2) a list of specific objectives to be met by students in responding to comprehension questions, and (3) a list of supplemental projects for in-depth investigation of topics of special interest to individuals or groups of students. A master chart of student skill areas lists 35 specific cognitive behaviors relating to literal comprehension, interpretation, and critical reading and refers the teacher to lessons in which these skills are taught. An answer key is provided for questions contained in the student readers, and forms are included for student and teacher evaluation of the readers. (JH)

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TEACHER'S GUIDE

ED176933

NATIVE AMERICAN

ADULT READER

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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UNITED INDIANS OF ALL TRIBES FOUNDATION
3604 West Government Way Extension
Seattle, Washington 98199
Telephone (206) 285-4425

THE UNITED INDIANS OF ALL TRIBES FOUNDATION

NATIVE AMERICAN ADULT READER

TEACHER'S GUIDE

Lovern Root King

Editor

United Indians Press

Seattle, Washington 98199

1977

JUL 1979
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TEACHER'S GUIDE

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ABE INTRODUCTION

In the process of selecting curriculum materials to be used in our Adult Basic Education classes at United Indians of All Tribes Foundation (Seattle, WA), we discovered that there is a severe lack of ABE curriculum materials based on Native American cultures. We, therefore began developing our own curriculum materials based on Native American cultures. Educational studies have repeatedly shown that learning is facilitated by relevant curriculum materials:

> "Subject matter of high meaningfulness is acquired, remembered, and used more efficiently than is material of low meaningfulness". (Learning and Human Abilities-Education Psychology, by Herbert J. Klausmeier and William Goodwin. Harper & Row: New York, 1966, p. 67).
>
> "...attention to the Indian presence is essential to a positive learning environment". (To Live On This Earth, by Estelle Fuchs & Robert J. Havighurst. Anchor Press: Garden City, N.Y., 1973, p. 220).
>
> "...many students have difficulty in school not because of low intelligence, poor eyesight, poverty or whatever, but because they have learned to see themselves as incapable of handling academic work or to see the work as irrelevant to their perceptual worlds." (Self-Concept and School Achievement, by William W. Purkey. Prentice-Hall: Englewood Cliffs, N.J., 1970, p. 2).

The UIATF Native American Reader has been developed with this rationale in mind.

The curriculum materials in the Reader are planned as a supplement to the regular standardized ABE materials used in the classroom not as a basic text in itself.

United Indians' adult learners were encouraged to be active participants in developing materials for the Reader. Curriculum workshops were conducted in the ABE classroom and student writings encouraged. The students were shown the step-by-step process of developing their ideas into stories ready for printing. Nine of these student stories have been included in the Reader and are indicated by an asterisk after the author's name. Student writings have proven useful in our classroom: (1) as a means to improve basic skills, (2) to expand reading and research activities, and (3) to give students a useful tool for expressing their ideas on any subject of their choice. The Reader also includes other published works to increase the scope of the topics covered.

Twelve topics relating to Native American cultures were chosen as a basis for selecting stories. These topics in no way include all the aspects of Native American cultures. However, the Reader may be supplemented with instructor-selected material if desired.

The twelve topics included in the Readers are:

1) Oral Tradition
2) Medicine Power
3) Creation
4) Speeches of Great Chiefs
5) Treaties
6) Tribal Government
7) Native American Identity in Contemporary Society
8) Cultures in Conflict
9) Native American Food
10) Traditions: Past and Present
11) Education: A Native American Viewpoint
12) The Future

Within each topic, stories were selected to reflect each of the three ABE reading levels. The three levels by reading grade ability (as determined by the Fry Readability Formula and the SMOG test - to assess readability to materials) are:

Level I - 0 - 3 (beginning)
Level II - 4 - 6 (intermediate)
Level III - 7 - up (advanced)

Three Readers have been developed for each of these three reading levels. Reader I is for reading Level I, Reader II is for reading Level II, and Reader III is for reading Level III. Tapes of the stories in each level (to facilitate understanding) are also available at cost from United Indians.

Difficult or new words that the learner may encounter within each story are listed under Vocabulary in the upper right-hand corner on the first page of each story. The adult learner should look up these words in the dictionary and define them for the instructors, either orally or by written sentences to show comprehension of the definition of the word. This activity of looking up the vocabulary words will reinforce dictionary skills for the student.

United Indians of All Tribes Foundation staff and students are composed of Native American people from tribes all over the United States and Canada. Therefore, stories have been selected for the Readers which are representative of many different tribes.

A Teacher's Guide for all three levels of the Readers has been developed so this material can be used more easily and effectively.

The Teacher's Guide includes the following elements:

(1) An Introduction which includes the rationale for the development of the Reader and an explanation for the most effective use of the Teacher's Guide.

(2) A Master Chart of specific student skill areas covered in the questions for each story that may be used by the teacher for a quick reference check. The listing across the top of the chart is a duplication of the skill area listed under Northwest Regional Educational Laboratory's Levels of Comprehension. The list on the left-hand side of the chart indicates the topic divisions and the corresponding stories under each topic.

(3) Course topic descriptions include the concept (or topic) discussed in each story, the generalization (or main idea) presented on each topic and the specific objective behaviors included in the student questions. Cognitive behaviors listed under specific objectives refer to the knowledge, information or specific skill areas that the student encounters in answering the questions for each story. The cognitive behaviors included were selected from the Levels of Comprehension list prepared by the Northwest Regional Educational Laboratory ABE Handbook. Affective behaviors are those behaviors which express feelings. Valuing process behaviors are affective behaviors that refer to the less tangible or measurable feelings or objects of preference for the student. Inquiry skill behaviors indicate possible in-depth study in which the student may participate.

(4) Each story in the Reader has a correlating set of questions. The Student Questions on the ABE level are structured to match as closely as possible the format of questions most frequently used on the General Educational Development Test (GED). The instructor has the option of modifying, deleting or adding to these questions before printing them for student use. They may be prepared for use by ditto, Xerox, writing on the chalkboard or given orally. The Student Questions for Level I should be given orally to the student and discussed for comprehension. The Answer Key to the student questions is supplied in the appendix following each Reader level in the Teacher's Guide.

(5) A list of supplemental Suggested student projects is part of the Teacher's Guide for further in-depth investigation of each topic. These projects may be used when students exhibit an interest for further study on a specific topic or when the instructor determines that the student would benefit from further investigation on a topic. These projects are geared more to possible individual interests.

(6) Three sets of Curriculum Evaluation Forms are added loosely at the end of the Teacher's Guide as an evaluation instrument to be used by the instructor and the ABE students. These materials are subject to further revisions as they are used and tested. We highly encourage critical examination of this material, utilization in the classroom and recommend revisions. If you have success with any of the material, we would appreciate knowing that also. Indicate reactions to this material on the enclosed evaluation sheets and return the evaluation sheets to United Indians.

The recommended process for use of the Reader is:

1. Read the Teacher's Guide and become familiar with the format and utilization of the Reader (s).

2. Read the selections in the Reader (s) to become familiar with the contents.

3. Using the Student Questions as a guide, prepare the Student Questions for use by the student.

4. Select the reading level and specific story for the student to read.

5. The student reads the story and answers the Student Questions pertaining to that story (either orally or written).

6. Correct the student's answers and discuss with the student.

7. The instructor may assign the student a project from the supplemental list of Suggested Projects, as needed or requested.

8. For students needing to work on a specific skill, the instructor should express his/her reactions and experiences with the material on the enclosed Evaluaiton sheets and solicit the responses of the students to the materials.

Master Chart of Student Skill Areas

Levels of Comprehension	Literal Comprehension								Interpretation												Critical Reading														
ABE Level / Topics	Refer to facts	Follow sequence	Referents	Quotations	Character spoken to	Correct punctuation	Words in Context	Unusual word order	Main idea	Supporting details	Comparisons & contr.	Cause - Effect	Inferences & Impli.	Observations	Material presented	Draw conclusions	Anticipate events	Predict outcomes	Identify assumptions	Identify climax	Identify conclusion	Author's purpose	Accuracy, relevance	Author's audience	Author's pattern	Author's definitions	Ideas & arguments	Weigh reasons	Facts from opinions	Propaganda, bias	Emotional words	Unsubstantiated clms.	Different Point View	Author's position	Author's attitude
1. Oral Tradition																																			
I. Young Chief	X			X			X									X		X						X						X		X	X	X
II. Northern Lights	X									X						X						X								X		X	X	X
III. Oral History	X						X		X	X		X				X						X								X		X	X	X
2. Medicine Power																																			
I. Vision Quest	X	X					X		X			X																							
II. Grandfather Med.		X					X	X	X					X																					
III. Holy Man	X					X	X	X		X		X									X		X												
3. Creation																																			
I. Muskrat Got Land				X			X		X				X			X																			
II. Earth & Man Made		X	X		X																														
III. First Born										X																									
4. Speeches Great Chief																																			
I. Chief Joseph	X								X				X			X					X	X												X	
II. Chief Sealth								X			X											X											X		
III. Tecumseh										X														X											
5. By This Treaty																																			
I. Sitting Bull	X								X				X			X					X														
II. Olney, Ind. Agt.		X	X						X																										
III. Amer. Ind. Treat.	X						X									X		X		X								X					X	X
6. Tribal Government																																			
I. Fox Chief	X									X			X														X								
II. Coast Trib. Govt.	X	X								X	X					X																			
III. Indian History	X	X					X	X		X	X	X				X					X			X		X		X				X	X	X

Master Chart of Student Skill Areas

Levels of Comprehension	Literal Comprehension								Interpretation												Critical Reading												
ABE Level / Topics	Refer to facts	Follow sequence	Referents	Quotations	Character spoken to	Correct punctuation	Words in context	Unusual word order	Main idea	Supporting details	Comparisons & contr.	Cause - Effect	Inferences & Impli.	Observations	Material presented	Draw conclusions	Anticipate events	Predict outcomes	Identify assumptions	Identify climax	Identify conclusion	Author's purpose	Accuracy, relevance	Author's position	Author's audience	Author's pattern	Author's attitude	Author's definitions	Ideas & arguments	Weigh reasons	Facts from opinions	Propaganda, bias	Emotional words	Unsubscantiated clms	Different Point View
7. Nat. Amer. Identity																																	
I. Early Memories												X	X		X	X	X			X		X											
II. A Landless Ind.		X							X							X				X						X	X	X	X				
III. On Edge of Nowh.					X							X			X					X					X								
8. Cultures in Conflict																																	
I. Relocation									X				X		X	X				X		X									X		
II. Visit South Dak.	X								X											X													
III. We Have Endured	X									X			X			X	X							X				X	X		X		
9. Nat. Amer. Foods																																	
I. Indian Food	X	X								X										X													
II. Indian Foods	X									X			X		X	X																	
III. Klallam Str. Peo		X					X												X						X								
10. Traditions: P & P																																	
I. Suq. Economy	X	X						X				X				X																	
II. Songs Yakima En.	X								X			X				X						X		X		X							
III. Klallam Clothing	X	X								X	X																						
11. Education																																	
I. Nanalook	X	X							X				X		X	X						X											
II. First Day School												X			X			X				X									X			
III. You Highly Educ.	X				X		X		X										X					X			X						
12. The Future																																	
I. Indian & Proud	X	X					X		X																								X
II. Ind. Human Being							X																										
III. Ind. Today, Rl.	X					X						X		X									X		X				X		X		

THE UNITED INDIANS OF ALL TRIBES FOUNDATION

NATIVE AMERICAN READER

I

TEACHER'S GUIDE

United Indians Press
Seattle, Washington 98199
1977

TEACHER'S GUIDE

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I. The Power of Oral Tradition

Concept: Oral Tradition

Generalization: The oral traditions of Native American people express both the inner spiritual world and outer physical world brought together. These beliefs are transferred from generation to generation orally.

Specific Objectives: Cognitive Behaviors: As a result of listening to the tape and correctly answering the Student Questions, the student will apply the following skills:

A. Level I. - "The Young Chief" - Cayuse

1. Literal Comprehension

(a) Associate quotation with the speaker.

(b) Define meaning of word(s) in context.

(c) Refer to directly stated facts.

2. Interpretation

(a) Predict outcomes.

(b) Draw conclusions.

Specific Objectives: Valuing Process Behaviors: As a result of listening to the tape and participating in the suggested projects, the student should:

1. Explain why oral tradition is valued.

2. Listen to and discuss the oral tradition of another Native American culture.

Specific Objectives: Inquiry Skills Behaviors: As a result of listening to the tape and participating in the suggested projects, the student should:

1. Select at least one in-depth project to increase knowledge and awareness of oral tradition.

Suggested Projects

I. Oral Tradition

1. The study of "biorhythms" is popular today. Read about them and write a summary. Or, take a test on one of the commercial machines around (in penny arcades, Fun Circus, etc.). How accurately does it really describe you? Or, draw comparisons and contrasts between "biorhythms" and your personal or tribal beliefs about the relationship of man and the universe.

2. Write down one of the oral traditions of your tribe or an oral tradition with which you are familiar.

3. Tape an interview with someone telling some of the oral traditions of a particular tribe.

4. Tape an interview with an elder tribal member about the importance of oral tradition.

5. Read an oral tradition other than the one in the Reader and comment on it.

6. Write a play about an oral tradition with which you are familiar.

7. Draw sketches to illustrate an oral tradition.

8. Tape an oral tradition given by yourself. (Use sound effects, if necessary).

9. Tell an oral tradition to the class, or a group of youngsters or another group.

II. Concept: Medicine Power

Generalization: The wisdom silently obtained or shared opens the mind to many new and beautiful things.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - Vision Quest

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow a sequence of facts or events.

(c) Define word meanings in context.

2. Interpretation

(a) Select and formulate the main idea.

(b) Recognize cause - effect relationships.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Discuss the power of Indian medicine.

2. Develop an increased awareness of different types and functions of Indian medicine.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Choose at least one project for a more in-depth study of Indian beliefs about medicine power.

Suggested Student Projects

II. Medicine Power

1. Have you ever known a shaman or heard stories about one? Write a description of or tape this person and the demonstration of powers.

2. Describe some ways that the Christian beliefs and Indian beliefs are alike - how different.

3. Compare the training of a shaman with the training of athletes, or a teacher, or a doctor, or a counselor, or any particular profession.

4. Read in another source about Indian medicine. Summarize it.

5. Certain symbols have special powers in some tribes. Describe some and, if possible, sketch them.

6. What part does music have in Indian medicine? Discuss this and possibly tape some chants, drumming, etc.

7. Most tribes had special medicinal purposes for native plants. Describe some of these. Show any parallel applications by modern medicine.

8. The books by Carlos Casteneda describe spiritual uses of plants. Read one of his books and summarize it, or write a critical evaluation of it, or describe a parallel situation.

9. Peyote is used by some tribes. Do research about peyote and write about how it affects the body.

10. Some people criticize the use of drugs for any purpose. Write an editorial supporting your position about drugs, for or against.

III. Concept: Creation

Generalizations: We should know about our tribes' original description of how we began and be aware of how other tribes explain their origins. This will help us to know our culture and help us know more clearly who we are and what we want to be.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "How Muskrat Got the Land" - Puyallup

1. Literal Comprehension

(a) Associate quotations with the speaker.

(b) Define the meaning of words in various contexts.

2. Interpretation

(a) Select and formulate the main idea.

(b) Draw conclusions.

(c) Interpret inferences.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Identify a Native American origin story from their own tribe if possible.

2. Discuss why there are Native American origin stories.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project for an in-depth study of Indian origin stories and their parallel with other explanations of creation.

Suggested Student Projects

III. Creation

1. Does your tribe have a creation story. Write it down.
2. Tape a version of your tribal creation story as if you were telling it to your grandchildren.
3. Draw sketches to illustrate a story of the origin of Indian People.
4. Dramatize a creation story.
5. Investigate how forms of Indian art demonstrate native beliefs of origin (e.g. Navaho baskets).
6. Compare the creation story of an Indian tribe and the Biblical version. How are they alike? How different?
7. Compare the stories of creation from two widely separated tribes. How are they alike? How different?
8. Read the creation stories of a tribe and discuss possible parallels with scientific explanations of creation.

IV. Concept: Speeches of Great Chiefs

Generalization: We listen carefully to what our chiefs say. Through their words, interpretations and lessons we are linked with the past. Our chiefs also tell us what the future will bring. Oratorical reading and writing is the highest form of verbal communication; it requires great skill in the use of words and great skill in persuading people to change their ideas about a subject. If used in a positive manner, it can cause great and useful changes toward better understanding; if used negatively, it can cause great destruction.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Chief Joseph"

1. Literal Comprehension

(a) Refer to directly stated facts or ideas.

2. Interpretation

(a) Select and formulate the main idea.
(b) Interpret inferences and implications.
(c) Draw conclusions.
(d) Analyze author's conclusions.

3. Critical Reading

(a) Evaluate the author's attitude.
(b) Identify the author's purpose.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of great chiefs and their oratory.

2. Develop an appreciation for the lyricism and quality of the great chief's oratory.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Do an in-depth study of the effective speeches and their components and what makes a good speaker.

Suggested Student Projects

IV. Speeches of Great Chiefs

1. Read about a great chief other than those in the Reader. Summarize the life of this chief and his effect on history.

2. Show the use of metaphors and similes in a great speech.

3. Find two translations of the same speech. How are they different? Why are they different?

4. Listen to a reading of a great speech. Is this any more effective than simply reading the speech yourself? Why or why not?

5. Tape yourself reading a famous speech the way you think the author meant it to be said.

6. Does your tribe have a great speaker. Copy a speech (written or recorded) of this person. What makes this person such an effective speaker.

7. Talk to a speech teacher or member of Toastmasters about effective speech making. Do these rules apply to Indian speakers? Show the use of these rules by an Indian speaker, if possible.

8. Often great Indian speeches are in reality poetry. Re-assemble a famous speech into poetic form.

9. Sketch a famous chief.

10. Make up a song or poem about a great chief.

V. Concept: Treaties

Generalization: Many Indian people trace their unique relationship to the U.S. government through treaties that are forever binding until such time as there is mutual agreement to terminate such a relationship. The treaty is a legal document of great worth, and it is still the law of the land.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Sitting Bull" - Hunkpapa-Sioux

1. Literal Comprehension

(a) Refer to directly stated facts.

2. Interpretation

(a) Select and formulate the main idea.

(b) Interpret inferences and implications.

(c) Draw conclusions.

(d) Analyze author's conclusions.

Specific Behaviors: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to discuss the impact of treaties upon Native Americans and non-Indians.

2. Be able to identify tribal rights as indicated in a tribal treaty.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project which will involve them in researching a treaty and/or knowing the full implications of the agreements therein.

Suggested Student Projects

V. By This Treaty We Promise

1. Compare the history of U.S. treaties with Indians to those made by the U.S. with foreign countries. Did the U.S. government honor them both in the same way? Discuss this.

2. Get a copy of a treaty applying to your tribe. Has the U.S. government kept its agreements? How does this directly affect you? Write an article about this.

3. Write a short play (dramatization) of an Indian treaty signing.

4. Draw a sketch of a treaty signing ceremony.

5. Look at some historical paintings and/or sketches of Indian treaty signing ceremonies. How accurate do you think they are? What can you tell from these illustrations?

6. Draw a series of sketches with dialogue illustrating a treaty signing. (On the order of a comic strip.)

7. Write and tape a speech that a government agent might make to get a group of Indians to sign a treaty in the 1800's.

8. Write (or read an existing) a speech of an Indian reply to a treaty proposal. Tape it.

9. Prepare an imaginary brief memo from Washington D.C. to a government agent with suggestions about how to convince Indians to sign a treaty.

10. Briefly outline the history of the Boldt decision on fishing as related to treaties.

11. You are a member of a tribe that feels betrayed by your tribal leader who has just signed a treaty with the U.S. government in 1830. Write a short play or dialogue that portrays the feelings of the group. (You could have a "mock trial" in which this leader is asked to justify his actions before a tribal council.)

VI. Concept: Tribal Government

Generalization: The documents that define the tribes' function to its people and to the government are the constitution and by-laws of the tribe. These contain the articles of self-determination and the methods of governing, tribal enrollment procedures and amendments.

Specific Objectives: Cognitive Behaviors: As a result of answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Fox Chiefs"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow a sequence of facts or events.

(c) Identify referents.

(d) Define the meaning of words in context.

2. Interpretation

(a) Comprehend supporting details.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of the development and structure of tribal governments.

2. Appreciate the role tribal government plays in their heritage.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to analyze and evaluate a tribal government structure.

Suggested Student Projects

VI. Tribal Government

1. Draw an organizational chart of your tribal government including your position in it.
2. Compare the tribal governments of two greatly different tribes. How are they alike? How different?
3. Compare a tribal government structure to the U.S. government structure. How are they alike? How different?
4. Draw up an ideal structure for a tribal organization in an urban setting.
5. What is the position of women in tribal governments? In your tribal government? Discuss this.
6. Are tribal governments going to have to change to be functional in a changing, technological world? Discuss this.
7. Discuss some traditional forms of dissent by Native Americans. How does this affect a tribal history?
8. Imagine that you are speaking at a tribal council meeting in support of someone running for a high positions in your tribal government. Write what you would say. Tape it.
9. What is the value of "majority rule" in most tribal governments? Discuss this, pro and con.
10. Imagine that you are the leader of a faction that has decided to separate from the main tribe. Write a persuasive speech to convince undecided tribal members to join your group.
11. Research a faction that has separated from a main tribal government because of a basic conflict of beliefs. Write a report on this (or tape your findings). (e.g. Seminole faction from Creek tribe).
12. Interview (tape) a tribal leader.
13. Outline the duties of the Bureau of Indian Affairs and how these directly affect you.

VII. Concept: Native American Identity in Contemporary Society

Generalization: Indian people will never disappear from the face of the earth; they will always survive.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Early Memories"

1. Interpretation

(a) Recognize cause - effect relationships.

(b) Interpret inferences and implications.

(c) Show why certain material is presented in the article.

(d) Draw conclusions.

(e) Anticipate forthcoming events.

(f) Identify the climax of the selection.

2. Critical Reading

(a) Identify the author's purpose, mood and intent.

Specific Objectives: Valuing Process Behaviors: Reading the article and participating in the suggested projects, the student should:

1. Become aware of some social factors Native Americans have had to overcome to survive.

2. Gain an appreciation for the tenacity and resilience of Indian people that have helped them survive in the past and will continue to help them in the future.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Draw generalizations or inferences from research on a specific topic.

2. Analyze reactions on a specific topic or writing and transfer into another media.

Suggested Student Projects

VII. Native American Identity in Contemporary Society

Projects: Choose one or more of the following to do.

1. Research a tribe that is no longer existing. Why did they fail to survive? What can you personally learn from this?
2. Discuss some of the things your tribe has had to do to survive.
3. The "Trail of Tears" is an example of the hardships Indian people have had to endure to survive. Read about this and write your reaction.
4. Write a poem about survival.
5. Research why the Seminole band separated originally from the Creek tribe. Report on your findings.
6. Paint a picture or make a sculpture depicting "survival".
7. Survival often involves traditional crafts of a tribe also. Share with the class a tribal craft that has survived.
8. Write a short story or play about survival of an urban Indian.
9. Read a book or story about Native American survival. Report on this.
10. Write and/or sing a song about "survival".

VIII. Concept: Cultures in Conflict

Generalization: A sense of the dynamics of living is created by reading, writing about and personally feeling the conflicts of change. This type of communication causes us to see ourselves in relation to other people; we see ourselves in history - a continuation of the unbroken tie to our ancestors - they are still living through us and we will live through our children.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Relocation"

1. Interpretation

(a) Select and formulate the main idea.
(b) Interpret inferences and implications.
(c) Show why material presented.
(d) Draw conclusions.
(e) Identify climax of selection.

2. Critical Reading

(a) Identify author's mood, purpose and intent.
(b) Recognize emotionally-charged words.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Respect the cultural and philosophical differences between Indians and non-Indians.

2. Appreciate enduring social issues confronting Indians and non-Indians in the past and modern worlds.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

VIII. Cultures in Conflict

1. Make a painting or collage depicting cultures in conflict.
2. Read the book, Ishi In Two Worlds, and discuss some of the conflicts Ishi faced.
3. Film and assemble photographs to portray the conflict of Indians and non-Indian values.
4. Write a poem about cultural conflict.
5. Write a short story or play about a young Indian in conflict with the traditional values held by parents.
6. Write a short story or play about a reservation Indian child who is placed in a white foster home.
7. Write a report about an Indian foster parent plan and its basis.
8. Research how "termination" affected the Klamath Indians. Write your reaction to the termination policy.
9. Do further research on the outcome of the Pit River Indian demands. Write a report about it.
10. Do further research on "relocation" and its effect on Indian people. Write your conclusions about this policy.

IX. Concept: Native American Foods

Generalization: A basic human activity such as food gathering adapted to environmental factors, portrays the survival of heritage in balance with nature.

Specific Objectives: Cognitive Behavior: As a result of answering the Student Questions for these articles, the student will apply the following skills:

B. Level I. - "Indian Foods"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow a sequence of facts or events.

2. Interpretation

(a) Comprehend supporting details.

(b) Recognize cause - effect relationships.

(c) Interpret inferences and implications.

(d) Draw conclusions.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Learn of the impact of Indian foods on the general American culture.

2. Develop an appreciation for the wide diversity of foods among different Indian tribes.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Make inferences from lists of foods and variety of preparation about the impact of Indian foods on the general American culture.

2. Derive generalizaitons about the impact of Indian foods on the general American culture.

Suggested Student Projects

IX. Native American Foods

1. Are there any foods that are special in your tribe? Prepare a recipe booklet on tribal food.
2. Research some special Native American recipes. Prepare some of them. Write your reaction.
3. What are some of the things that affect what food a tribe will eat and how they prepare their food. Write an article about this.
4. What foods have Indians introduced into the American culture? Write about these and their importance.
5. Prepare a special Native American dish and share with the class.
6. Describe, step-by-step, how to prepare a certain tribal food.
7. Make a collage of Native American foods that have been adapted by the American culture.
8. Research special Indian containers for foods (baskets, boxes, etc.) and write about them.
9. Describe in detail an Indian method of preserving food.
10. Draw or paint a scene depicting food preparation.

X. Concept: Traditions: Past and Present

Generalization: As we understand the traditional ways of making a living of other peoples, we can begin to understand them and our own culture better.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Early Suquamish Economy"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow a sequence of facts or events.

(c) Define unusual word order.

2. Interpretation

(a) Recognize cause - effect relationships.

(b) Draw conclusions.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Discuss some of the traditional economies of Native Americans.

2. Respect the role of traditional economies and their effect upon tribal subsistence.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop and maintain map reading skills.

2. Apply problem solving skills to socio-economic issues.

Suggested Student Projects

X. Traditions: Past and Present

1. Describe a traditional way of hunting or fishing.
2. Relate an incident in your life involving hunting or fishing.
3. Write an essay about "Native American Ecology".
4. Research and write about a modern tribal industry (e.g. Lummi aquaculture).
5. Draw a map of some of the traditional Indian trade routes.
6. Research and write about some of the goods that were exchanged between tribes.
7. It is often remarked that the Indians used all of the animal they killed. Describe in detail one example of this.
8. What traditional economies did your tribe practice? Write about them.
9. Sketch or paint a scene depicting a traditional economy.
10. Interview (and tape) an older Indian about traditional economies practiced.

XI. Concept: Education: A Native American Viewpoint

Generalization: A characteristic distinguishing humans from other animals is that it is necessary for humans to spend all their life learning about new things appropriate to their age.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Nanalook"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow a sequence of facts or events.

2. Interpretation

(a) Select or formulate the main idea.

(b) Interpret inferences or implications.

(c) Show why material was presented.

(d) Draw conclusions.

3. Critical Reading

(a) Identify author's mood, purpose or intent.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Value the contributions of education to people of all groups.

2. Develop curiosity about cause and effect relationships.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

XI. Education: A Native American Viewpoint

1. Write an essay on the value (or lack of it) of a formal education.
2. Write an essay on the importance of the early training of an Indian child.
3. Research the biography of a contemporary Indian and the influence of education on his/her life. Write a report on this.
4. Research and report on the traditional education of an Indian youth.
5. Compare the teaching ane educational format at your school with the way it is in public school. How are they alike? How different.
6. Write a poem about education.
7. Research the Bureau of Indian Affairs' schools. How are they different from public schools? From your school? Write about it.
8. Make a collage about education.
9. Read some poems about Indian education. Select at least four that you like and tape them on a cassette.
10. Write a short story or play about effective education.

XII. Concept: Future

Generalization: Every day of our lives, we must build or rebuild ideas towards the end of knowing who we are. We will pass on to our children a sense of worthiness of being Indian.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

A. Level I. - "Indian and Proud"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow sequence of facts or events.

(c) Define meaning of words in context.

2. Interpretation

(a) Select and formulate the main idea.

3. Critical Reading

(a) Recognize different points of view.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a curiosity about cause and effect relationships.

2. Develop an awareness of the importance of government policies upon personal lives.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Propose hypothesis and test them against data.

2. Derive generalizations.

3. Select policies consistent with values.

Suggested Student Projects

XII. The Future

1. Write a position paper about "self-determination".
2. Research and write a report about "termination". What does it mean? How could it affect Indian policy and Indian life? How could it affect you?
3. Write a poem about "self-determination" or "termination".
4. Draw a political cartoon about "self-determination" or "termination".
5. Write a position paper on what you see as the future of Indian peoples.
6. Read the book, Indian's Summer. Write your reaction to it. Is this future for the Indian workable?
7. Imagine that you are running for senator of your state. Write and tape a political speech in which you outline what you will do for Indian people if elected.
8. The Native American is often stereotyped. Write a paper listing some of these stereotypes and how can they be dispelled in the future?
9. Describe or sketch the ideal Indian community (or community center) of the future.
10. There are few full-blood Indians today. Some say that eventually the Indians will become assimilated. How do you feel about this? Be sure to back up your position with facts.

Level I

ANSWER KEY:

I. A. 1. b
2. c
3. against
4. ground, water, grass
5. ground

II. A. 1. c
2. b
3. d
4. a
5. bear claw

III. A. 1. c
2. b
3. d
4. a
5. c

IV. A. 1. c
2. a
3. hand
4. listen
5. c
6. d

V. A. 1. c
2. b
3. d
4. 0
5. a

VI. A. 1. (any order)
a. war
b. peace
c. ceremonial
2. d
3. a
4. c
5. d

VII. A. 1. b
2. (teacher evaluation)
3. c
4. a
5. b

VIII. A. 1. d
2. c
3. b
4. a
5. b

IX. A. 1. b
2. c
3. a
4. c
5. b

X. A. 1. c
2. Chief Sealth
3. goat hair, cedar bark, hides
4. c
5. a

XI. A. 1. a
2. read, write
3. b
4. d
5. b

XII. A. 1. c
2. b
3. d
4. b
5. c

WORK PAGE

TEACHER'S GUIDE

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Teacher's Guide

I. Power of Oral Tradition

Concept: Oral Tradition

Generalization: The oral traditions of Native American people express both the inner spirtual world and outer physical world brought together. These beliefs are transferred from generation to generation orally.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions of these articles, the Student will apply the following skills:

Level II. - The Northern Lights & Creatures of the Sky

1. Literal Comprehension.

   A. Refer to directly stated facts.

2. Interpretation

   A. Comprehending supporting details.

   B. Interpreting inferences & implication.

   C. Understanding why material presented.

3. Critical Reading

   A. Identifing authors mood, purpose or intent.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a greater appreciation for the value of oral tradition.

2. Develop an awareness of the oral tradition of another Native American culture.

Specific Objectives: Inquiry Skills Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one in-depth project to increase knowledge and awareness of oral tradition.

Suggested Projects

I. Oral Traditions

1. The study of "biorhythms" is popular today. Read about them and write a summary. Or, take a test on one of the commercial machines around (in penny arcades, Fun Circus, etc.). How accurately does it really describe you? Or, draw comparisons and contrasts between "biorhythms" and your personal or tribal beliefs about the relationship of man and the universe.

2. Write down one of the oral traditions of your tribe or an oral tradition with which you are familiar.

3. Tape an interview with someone telling some of the oral traditions of a particular tribe.

4. Tape an interview with an elder tribal member about the importance of oral tradition.

5. Read an oral tradition other than the one in the Reader and comment on it.

6. Write a play about an oral tradition with which you are familiar.

7. Draw sketches to illustrate an oral tradition.

8. Tape an oral tradition given by yourself. (Use sound effects, if necessary).

9. Tell an oral tradition to the class, or a group of youngsters or another group.

II. Concept: Medicine Power

Generalization: The wisdom silently obtained or shared opens the mind to many new and beautiful things.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "How My Grandfather Got His Medicine" - Mandan

1. Literal Comprehension

(a) Follow a sequence of facts or ideas.

(b) Define meaning by context.

(c) Define what is unusual word order.

2. Interpretation

(a) Select and formulate the main idea.

(b) Differentiate between observations and inferences.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a greater appreciation of the power of Indian medicine.

2. Develop an increased awareness of different types and functions of Indian medicine.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Choose at least one project for a more in-depth study of Indian beliefs about medicine power.

Suggested Student Projects

II. Medicine Power

1. Have you ever known a shaman or heard stories about one? Write a description of or tape this person and the demonstration of powers.

2. Describe some ways that the Christian beliefs and Indian beliefs are alike - how different.

3. Compare the training of a shaman with the training of athletes, or a teacher, or a doctor, or a counselor, or any particular profession.

4. Read in another source about Indian medicine. Summarize it.

5. Certain symbols have special powers in some tribes. Describe some and, if possible, sketch them.

6. What part does music have in Indian medicine? Discuss this and possibly tape some chants, drumming, etc.

7. Most tribes had special medicinal purposes for native plants. Describe some of these. Show any parallel applications by modern medicine.

8. The books by Carlos Casteneda describe spiritual uses of plants. Read one of his books and summarize it, or write a critical evaluation of it, or describe a parallel situation.

9. Peyote is used by some tribes. Do research about peyote and write about how it affects the body.

10. Some people criticize the use of drugs for any purpose. Write an editorial supporting your position about drugs, for or against.

III. Concept: Creation

Generalizations: We should know about our tribes original description of how we began and be aware of how other tribes explain their origin. This will help us to know our culture and help us know more clearly who we are and what we want to be.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "How the Earth and Men were Made" - Arapaho

1. Literal Comprehension

(a) Follow a sequence of facts or events.

(b) Identify referents.

(c) Identify the character spoken to.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Identify a Native American origin story from their own tribe if possible.

2. Increase appreciation of the rationale of Native American origin stories.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project for an in-depth study of Indian origin stories and their parallel with other explanations of creation.

Suggested Student Projects

III. Creation

1. Does your tribe have a creation story. Write it down.
2. Tape a version of your tribal creation story as if you were telling it to your grandchildren.
3. Draw sketches to illustrate a story of the Origin of Indian People.
4. Dramatize a creation story.
5. Investigate how forms of Indian art demonstrate native beliefs of origin (e.g. Navaho baskets).
6. Compare the creation story of an Indian tribe and the Biblical version. How are they alike? How different?
7. Compare the stories of creation from two widely separated tribes. How are they alike? How different?
8. Read the creation stories of a tribe and discuss possible parallels with scientific explanations of creation.

IV. Concept: Speeches of Great Chiefs

Generalization: We listen carefully to what our chiefs say. Through their words, interpretations and lessons we are linked with the past. Our chiefs also tell us what the future will bring. Oratorical reading and writing is the highest form of verbal communication; it requires great skill in the use of words and great skill in persuading people to change their ideas about a subject. If used in a positive manner, it can cause great and useful changes toward better understanding; if used negatively, it can cause great destruction.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "We May Be Brothers After All"

1. Literal Comprehension

(a) Define unusual word order.

2. Interpretation

(a) Select comparisons and contrasts.

3. Critical Reading

(a) Identify the author's purpose.

(b) Identify author's position on topic.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of great chiefs and their oratory.

2. Develop an appreciation for the lyricism and quality of the great chief's oratory.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Do an in-depth study of the effective speeches and their components and what makes a good speaker.

Suggested Student Projects

IV. Speeches of Great Chiefs

1. Read about a great chief other than those in the Reader. Summarize the life of this chief and his effect on history.

2. Show the use of metaphors and similes in a great speech.

3. Find two translations of the same speech. How are they different? Why are they different?

4. Listen to a reading of a great speech. Is this any more effective than simply reading the speech yourself? Why or why not?

5. Tape yourself reading a famous speech the way you think the author meant it to be said.

6. Does your tribe have a great speaker. Copy a speech (written or recorded) of this person. What makes this person such an effective speaker.

7. Talk to a speech teacher or member of Toastmasters about effective speech making. Do these rules apply to Indian speakers? Show the use of these rules by an Indian speaker, if possible.

8. Often great Indian speeches are in reality poetry. Re-assemble a famous speech into poetic form.

9. Sketch a famous chief.

10. Make up a song or poem about a great chief.

V. Concept: Treaties

Generalization: Many Indian people trace their unique relationship to the U.S. government through treaties that are forever binding until such time as there is mutual agreement to terminate such a relationship. The treaty is a legal document of great worth, and it is still the law of the land.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "An Indian Agent"

1. Literal Comprehension

(a) Identify referents.

(b) Following a sequence of facts or events.

2. Interpretation

(a) Select and formulate the main idea.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to discuss or write about the impact of treaties for Native Americans and non-Indians.

2. Be able to identify tribal rights as indicated in a tribal treaty.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project which will involve them in researching a treaty and/or knowing the full implications of the agreements therein.

Suggested Student Projects

V. By This Treaty We Promise

1. Compare the history of U.S. treaties with Indians to those made by the U.S. with foreign countries. Did the U.S. government honor them both in the same way? Discuss this.

2. Get a copy of a treaty applying to your tribe. Has the U.S. government kept its agreements? How does this directly affect you? Write an article about this.

3. Write a short play (dramatization) of an Indian treaty signing.

4. Draw a sketch of a treaty signing ceremony.

5. Look at some historical paintings and/or sketches of Indian treaty signing ceremonies. How accurate do you think they are? What can you tell from these illustrations?

6. Draw a series of sketches with dialogue illustrating a treaty signing. (On the order of a comic strip.)

7. Write and tape a speech that a government agent might make to get a group of Indians to sign a treaty in the 1800's.

8. Write (or read an existing) a speech of an Indian reply to a treaty proposal. Tape it.

9. Prepare an imaginary brief memo from Washington D.C. to a government agent with suggestions about how to convince Indians to sign a treaty.

10. Briefly outline the history of the Boldt decision on fishing as related to treaties.

11. You are a member of a tribe that feels betrayed by your tribal leader who has just signed a treaty with the U.S. government in 1830. Write a short play or dialogue that portrays the feelings of the group. (You could have a "mock trial" in which this leader is asked to justify his actions before a tribal council.)

VI. Concept: Tribal Government

Generalization: The documents that define the tribe's function to its people and to the government are the constitution and by-laws of the tribe. These contain the articles of self-determination and the methods of governing, tribal enrollment procedures and amendments.

Specific Objectives: Cognitive Behaviors: As a result of reading the articles and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "Coast Tribal Government"

1. Literal Comprehension.

(a) Refer to directly stated facts.

(b) Follow sequences of facts or events.

(c) Define the meaning of words in context.

2. Interpretation

(a) Comprehend supporting details.

(b) Select comparisons and contrasts.

(c) Draw conclusions.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of the development and structure of tribal governments.

2. Appreciate the role tribal government plays in their heritage.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to analyze and evaluate a tribal government structure.

Suggested Student Projects

VI. Tribal Government

1. Draw an organizational chart of your tribal government including your position in it.

2. Compare the tribal governments of two greatly different tribes. How are they alike? How different?

3. Compare a tribal government structure to the U.S. government structure. How are they alike? How different?

4. Draw up an ideal structure for a tribal organization in an urban setting.

5. What is the position of women in tribal governments? In your tribal government? Discuss this.

6. Are tribal governments going to have to change to be functional in a changing, technological world? Discuss this.

7. Discuss some traditional forms of dissent by Native Americans. How does this affect a tribal history?

8. Imagine that you are speaking at a tribal council meeting in support of someone running for a high positions in your tribal government. Write what you would say. Tape it.

9. What is the value of "majority rule" in most tribal governments? Discuss this, pro and con.

10. Imagine that you are the leader of a faction that has decided to separate from the main tribe. Write a persuasive speech to convince undecided tribal members to join your group.

11. Research a faction that has separated from a main tribal government because of a basic conflict of beliefs. Write a report on this (or tape your findings). (e.g. Seminole faction from Creek tribe).

12. Interview (tape) a tribal leader.

13. Outline the duties of the Bureau of Indian Affairs and how these directly affect you.

VII. Concept: Native American Identity in Contemporary Society

Generalization: Indian people will never disappear from the face of the earth; they will always survive.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering these articles, the student will apply the following skills:

B. Level II. - "A Landless Indian"

1. Literal Comprehension

(a) Follow a sequence of facts or events.

2. Interpretation

(a) Select and formulate the main idea.

(b) Draw conclusions.

3. Critical Reading

(a) Evaluate the author's attitudes.

(b) Evaluate the author's definitions.

(c) Analyze ideas and arguments.

(d) Weigh a variety of reasons in order to select the most important one.

Specific Objectives: Valuing Process Behaviors: Reading the article and participating in the suggested projects, the student should:

1. Become aware of some social factors Native Americans have had to overcome to survive.

2. Gain an appreciation for the tenacity and resilience of Indian people that have helped them survive in the past and will continue to help them in the future.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Draw generalizations or inferences from research on a specific topic.

2. Analyze reactions on a specific topic or writing and transfer into another media.

Suggested Student Projects

VII. Native American Identity in Contemporary Society

Projects: Choose one or more of the following to do.

1. Research a tribe that is no longer existing. Why did they fail to survive? What can you personally learn from this?
2. Discuss some of the things your tribe has had to do to survive.
3. The "Trail of Tears" is an example of the hardships Indian people have had to endure to survive. Read about this and write your reaction.
4. Write a poem about survival.
5. Research why the Seminole band separated originally from the Creek tribe. Report on your findings.
6. Paint a picture or make a sculpture depicting "survival".
7. Survival often involves traditional crafts of a tribe also. Share with the class a tribal craft that has survived.
8. Write a short story or play about survival of an urban Indian.
9. Read a book or story about Native American survival. Report on this.
10. Write and/or sing a song about "survival".

VIII. Concept: Cultures in Conflict

Generalization: Reading, writing about and personally feeling the conflicts of change creates a sense of being a part of the dynamics of living. This type of communication causes us to see ourselves in relation to other people; we see ourselves in history - a continuation of the unbroken tie to our ancestors - they are still living through us and we will live through our children.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "Visit to South Dakota"

1. Literal Comprehension

(a) Refer to directly stated facts.

2. Interpretation

(a) Select and formulate the main idea.

(b) Identify climax of selection.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Respect the cultural and philosophical differences between Indians and non-Indians.

2. Appreciate enduring social issues confronting Indians and non-Indians in the past and modern worlds.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

VIII. Cultures in Conflict

1. Make a painting or collage depicting cultures in conflict.
2. Read the book, Ishi In Two Worlds, and discuss some of the conflicts Ishi faced.
3. Film and assemble photographs to portray the conflict of Indians and non-Indian values.
4. Write a poem about cultural conflict.
5. Write a short story or play about a young Indian in conflict with the traditional values held by parents.
6. Write a short story or play about a reservation Indian child who is placed in a white foster home.
7. Write a report about an Indian foster parent plan and its basis.
8. Research how "termination" affected the Klamath Indians. Write your reaction to the termination policy.
9. Do further research on the outcome of the Pit River Indian demands. Write a report about it.
10. Do further research on "relocation" and its effect on Indian people. Write your conclusions about this policy.

IX. Concept: Native American Foods

Generalization: A basic human activity such as food gathering adapted to environmental factors, portrays the survival of heritage in balance with nature.

Specific Objectives: Cognitive Behavior: As a result of answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "Indian Foods"

1. Literal Comprehension

(a) Refer to directly stated facts or ideas.

2. Interpretation

(a) Comprehend supporting details.

(b) Interpret inferences and implications.

(c) Show why certain material is presented in the article.

(d) Draw conclusions.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Learn the impact of Indian foods on the general American culture.

2. Develop an appreciation for the wide diversity of foods among different Indian tribes.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Make inferences from lists of foods and variety of preparation about the impact of Indian foods on the general American culture.

2. Derive generalizations about the impact of Indian foods on the general American culture.

Suggested Student Projects

IX. Native American Foods

1. Are there any foods that are special in your tribe? Prepare a recipe booklet on tribal food.
2. Research some special Native American recipes. Prepare some of them. Write your reaction.
3. What are some of the things that affect what food a tribe will eat and how they prepare their food. Write an article about this.
4. What foods have Indians introduced into the American culture? Write about these and their importance.
5. Prepare a special Native American dish and share with the class.
6. Describe, step-by-step, how to prepare a certain tribal food.
7. Make a collage of Native American foods that have been adapted by the American culture.
8. Research special Indian containers for foods (baskets, boxes, etc.) and write about them.
9. Describe in detail an Indian method of preserving food.
10. Draw or paint a scene depicting food preparation.

X. Concept: Traditions: Past and Present

Generalization: As we understand the traditional ways of making a living of other peoples, we can begin to understand them and our own culture better.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these article, the student will apply the following skills:

B. Level II. - "Songs of a Yakima Encampment"

1. Literal Comprehension

(a) Refer to directly stated facts.

2. Interpretation

(a) Select and formulate the main idea.

(b) Recognize cause - effect relationships.

(c) Draw conclusions.

3. Critical Reading

(a) Identify author's mood, purpose or intent.

(b) Identify author's position on topic.

(c) Identify author's pattern of organization.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Value the traditional economies of Native Americans.

2. Respect the role of traditional economies and their effect upon tribal subsistence.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop and maintain map reading skills.

2. Apply problem solving skills to socio-economic issues.

Suggested Student Projects

X. Traditions: Past and Present

1. Describe a traditional way of hunting or fishing.
2. Relate an incident in your life involving hunting or fishing.
3. Write an essay about "Native American Ecology".
4. Research and write about a modern tribal industry (e.g. Lummi aquaculture).
5. Draw a map of some of the traditional Indian trade routes.
6. Research and write about some of the goods that were exchanged between tribes.
7. It is often remarked that the Indians used all of the animal they killed. Describe in detail one example of this.
8. What traditional economies did your tribe practice? Write about them.
9. Sketch or paint a scene depicting a traditional economy.
10. Interview (and tape) an older Indian about traditional economies practiced.

XI. Concept: Education: A Native American Viewpoint

Generalization: A characteristic distinguishing humans from other animals is that it is necessary for humans to spend all their life learning about new things appropriate to their age.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "The First Day of School"

1. Interpretation

(a) Recognize cause - effect relationships.

(b) Show why certain material is presented in the article.

(c) Predict outcomes.

2. Critical Reading

(a) Identify the author's purpose, mood, and intent.

(b) Recognize propaganda, bias and prejudice.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Value the contributions of education to people of all groups.

2. Develop curiosity about cause and effect relationships.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

XI. Education: A Native American Viewpoint

1. Write an essay on the value (or lack of it) of a formal education.
2. Write an essay on the importance of the early training of an Indian child.
3. Research the biography of a contemporary Indian and the influence of education on his/her life. Write a report on this.
4. Research and report on the traditional education of an Indian youth.
5. Compare the teaching ane educational format at your school with the way it is in public school. How are they alike? How different.
6. Write a poem about education.
7. Research the Bureau of Indian Affairs' schools. How are they different from public schools? From your school? Write about it.
8. Make a collage about education.
9. Read some poems about Indian education. Select at least four that you like and tape them on a cassette.
10. Write a short story or play about effective education.

XII. Concept: Future

Generalization: Every day of our lives, we must build or rebuild ideas towards the end of knowing who we are. We will pass on to our children a sense of worthiness of being Indian.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

B. Level II. - "The Mainstream"

1. Literal Comprehension

(a) Define the meaning of words in various contexts.

2. Critical Reading

(a) Identify the author's principal audience.

(b) Analyze ideas and arguments.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a curiosity about cause and effect relationships.

2. Develop an awareness of the importance of government policies upon personal lives.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Propose hypothesis and test them against data.

2. Derive generalizations.

3. Select policies consistent with values.

Suggested Student Projects

XII. The Future

1. Write a position paper about "self-determination".
2. Research and write a report about "termination". What does it mean? How could it affect Indian policy and Indian life? How could it affect you?
3. Write a poem about "self-determination" or "termination".
4. Draw a political cartoon about "self-determination" or "termination".
5. Write a position paper on what you see as the future of Indian peoples.
6. Read the book, Indian's Summer. Write your reaction to it. Is this future for the Indian workable?
7. Imagine that you are running for senator of your state. Write and tape a political speech in which you outline what you will do for Indian people if elected.
8. The Native American is often stereotyped. Write a paper listing some of these stereotypes and how can they be dispelled in the future?
9. Describe or sketch the ideal Indian community (or community center) of the future.
10. There are few full-blood Indians today. Some say that eventually the Indians will become assimilated. How do you feel about this? Be sure to back up your position with facts.

ANSWER KEY:

I. B. 1. b
2. a
3. d
4. a
5. c

II. B. 1. 6 a
2 b
8 c
1 d
5 e
7 f
3 g
4 h
2. a
3. inference
4. b

III. B. 1. 3 a
7 b
2 c
6 d
4 e
1 f
5 g

IV. B. (teacher evaluated)
Metaphors:
sky has wept tears
...resemble the scattering trees
...by the iron finger of your God
...written in the hearts...

Similes:
My words are like stars.
they are like grass...
...like the waves...

V. B. 1. d
2. (1) b
(2) e
(3) a & d
(4) a
(5) e
(6) a
(7) a
(8) a
(9) a
(10) b
3. (a) 1
(b) 5
(c) 3
(d) 2
(e) 4

ANSWER KEY:

VI. B. 1. b
2. c
3. b
4. b
5. d

VII. B. 1. a
2. c
3. (1) (any four) electricity now
(2) inside plumbing
(3) younger generation no longer cares for old values.
(4) Indian celebration no longer held.
(5) boarding school closed
(6) every family owned house at mission
4. ridiculed because couldn't speak English
5. (1) (any two) being away from home
(2) had to work
(3) clothes were different
6. d
7. b

VIII. B. 1. c
2. (any five of below:)
(a) town mostly Indian
(b) children couldn't count change
(c) children dressed differently
(d) few furnishings in home
(e) had no television
(f) outside bathroom
(g) town no sidewalks and buildings only one or 2 stories high
(h) weather very different
3. a

IX. B. 1. d
2. b
3. b
4. a
5. d

X. B. 1. d
2. d
3. b
4. a
5. c

XI. B. 1. c
2. d
3. bad, unhappy
4. (any three)
(a) rebel, fight back
(b) quit, leave school
(c) withdraw, not participate
(d) try very, very hard

XII. B. 1. a
2. c
3. a
4. (to be determined by instructor)

THE UNITED INDIANS OF ALL TRIBES FOUNDATION

NATIVE AMERICAN READER

III

TEACHER'S GUIDE

United Indians Press
Seattle, Washington 98199
1977

TEACHER'S GUIDE

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I. The Power of Oral Tradition

Concept: Oral Tradition

Generalization: The oral traditions of Native American people express both the inner spiritual world and outer physical world brought together. These beliefs are transferred from generation to generation through oral traditions.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions of these articles, the student will apply the following skills:

C. Level III. - "Oral History"

1. Literal Comprehension

   (a) Refer to directly stated facts.
   (b) Define meaning of words in context.

2. Interpretation

   (a) Select and formulate the main idea.

3. Critical Reading

   (a) Identify the author's mood, purpose or intent.
   (b) Identify author's position on topic.
   (c) Identify author's pattern of organization.
   (d) Evaluate the author's attitudes.
   (e) Recognize emotionally-charged words.
   (f) Recognize different points of view.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a greater appreciation for the value of oral tradition.

2. Develop an awareness of the oral tradition of another Native American culture.

Specific Objectives: Inquiry Skills Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one in-depth project to increase knowledge and awareness of oral tradition.

Suggested Projects

I. Oral Traditions

1. The study of "biorhythms" is popular today. Read about them and write a summary. Or, take a test on one of the commercial machines around (in penny arcades, Fun Circus, etc.). How accurately does it really describe you? Or, draw comparisons and contrasts between "biorhythms" and your personal or tribal beliefs about the relationship of man and the universe.

2. Write down one of the oral traditions of your tribe or an oral tradition with which you are familiar.

3. Tape an interview with someone telling some of the oral traditions of a particular tribe.

4. Tape an interview with an elder tribal member about the importance of oral tradition.

5. Read an oral tradition other than the one in the Reader and comment on it.

6. Write a play about an oral tradition with which you are familiar.

7. Draw sketches to illustrate an oral tradition.

8. Tape an oral tradition given by yourself. (Use sound effects, if necessary).

9. Tell an oral tradition to the class, or a group of youngsters or another group.

II. Concept: Medicine Power

Generalization: The wisdom silently obtained or shared opens the mind to many new and beautiful things.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "The Holy Man, or "Medicine-Man"

1. Literal Comprehension

(a) Refer to directly stated facts or ideas.

(b) Use correct punctuation.

(c) Define the meanings of words in various contexts.

(d) Define unusual word order.

2. Interpretation

(a) Comprehend supporting details.

(b) Analyze the author's conclusions.

(c) Recognize cause - effect relationships.

3. Critical Reading

(a) Determine accuracy, relevancy, validity, authenticity and reliability.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a greater appreciation of the power of Indian medicine.

2. Develop an increased awareness of different types and functions of Indian medicine.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Choose at least one project to make a more in-depth study of the power of Indian medicine.

Suggested Student Projects

II. Medicine Power

1. Have you ever known a shaman or heard stories about one? Write a description of or tape this person and the demonstration of powers.

2. Describe some ways that the Christian beliefs and Indian beliefs are alike - how different.

3. Compare the training of a shaman with the training of athletes, or a teacher, or a doctor, or a counselor, or any particular profession.

4. Read in another source about Indian medicine. Summarize it.

5. Certain symbols have special powers in some tribes. Describe some and, if possible, sketch them.

6. What part does music have in Indian medicine? Discuss this and possibly tape some chants, drumming, etc.

7. Most tribes had special medicinal purposes for native plants. Describe some of these. Show any parallel applications by modern medicine.

8. The books by Carlos Casteneda describe spiritual uses of plants. Read one of his books and summarize it, or write a critical evaluation of it, or describe a parallel situation.

9. Peyote is used by some tribes. Do research about peyote and write about how it affects the body.

10. Some people criticize the use of drugs for any purpose. Write an editorial supporting your position about drugs, for or against.

III. Concept: Creation

Generalizations: We should know about our tribes original description of how we began and be aware of other tribe's origin explanations. This will help us to know our culture and help to make more clear who we are and what we want to be.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "The First Born" (Sioux)

1. Interpretation

   (a) Comprehend supporting details.
   (b) Select comparisons and contrasts.
   (c) Interpret inferences and implications.
   (d) Analyze the author's conclusions.

2. Critical Reading
   (a) Identify the author's purpose.
   (b) Evaluate the author's attitudes.
   (c) Recognize propaganda, bias and prejudice.
   (d) Recognize emotionally-charged words.
   (e) Recognize different points of view.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Identify a Native American origin story from their own tribe if possible.

2. Discuss why there are Native American origin stories.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project for an in-depth study of Indian origin stories and their parallel with other explanations of creation.

Suggested Student Projects

III. Creation

1. Does your tribe have a creation story. Write it down.
2. Tape a version of your tribal creation story as if you were telling it to your grandchildren.
3. Draw sketches to illustrate a story of the Origin of Indian People.
4. Dramatize a creation story.
5. Investigate how forms of Indian art demonstrate native beliefs of origin (e.g. Navaho baskets).
6. Compare the creation story of an Indian tribe and the Biblical version. How are they alike? How different?
7. Compare the stories of creation from two widely separated tribes. How are they alike? How different?
8. Read the creation stories of a tribe and discuss possible parallels with scientific explanations of creation.

IV. Concept: Speeches of Great Chiefs

Generalization: We listen carefully to what our chiefs say. Through their words, interpretations and lessons we are linked with the past. Our chiefs also tell us what the future will bring. Oratorical reading and writing is the highest form of verbal communication; it requires great skill in the use of words and great skill in persuading people to change their ideas about a subject. If used in a positive amnner, it can cause great and useful changes toward better understanding; if used negatively, it can cause great destruction.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "Tecumseh"

1. Interpretation

(a) Comprehend supporting details.

2. Critical Reading.

(a) Identify the author's pattern of organization.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of great chiefs and their oratory.

2. Develop an appreciation for the lyricism and quality of the great chief's oratory.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Do an in-depth study of the effective speeches and their components and what makes a good speaker.

Suggested Student Projects

IV. Speeches of Great Chiefs

1. Read about a great chief other than those in the Reader. Summarize the life of this chief and his effect on history.

2. Show the use of metaphors and similes in a great speech.

3. Find two translations of the same speech. How are they different? Why are they different?

4. Listen to a reading of a great speech. Is this any more effective than simply reading the speech yourself? Why or why not?

5. Tape yourself reading a famous speech the way you think the author meant it to be said.

6. Does your tribe have a great speaker. Copy a speech (written or recorded) of this person. What makes this person such an effective speaker.

7. Talk to a speech teacher or member of Toastmasters about effective speech making. Do these rules apply to Indian speakers? Show the use of these rules by an Indian speaker, if possible.

8. Often great Indian speeches are in reality poetry. Re-assemble a famous speech into poetic form.

9. Sketch a famous chief.

10. Make up a song or poem about a great chief.

V. Concept: Treaties

Generalization: Many Indian people trace their unique relationship to the U.S. government through treaties that are forever binding until such time as there is mutual agreement to terminate such a relationship. The treaty is a legal document of great worth, and it is still the law of the land.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "American Indian Treaties"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Define words in context.

2. Interpretation

(a) Draw conclusions.

(b) Identify assumptions.

(c) Analyze author's conclusions.

3. Critical Reading

(a) Identify author's position on topic.

(b) Evaluate author's attitudes.

(c) Distinguish facts from opinions.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to discuss or write about the impact that treaties have made upon Native Americans.

2. Be able to identify tribal rights as indicated in a tribal treaty.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Select at least one project which will involve them in researching a treaty and/or knowing the full implications of the agreements therein.

Suggested Student Projects

V. By This Treaty We Promise

1. Compare the history of U.S. treaties with Indians to those made by the U.S. with foreign countries. Did the U.S. government honor them both in the same way? Discuss this.

2. Get a copy of a treaty applying to your tribe. Has the U.S. government kept its agreements? How does this directly affect you? Write an article about this.

3. Write a short play (dramatization) of an Indian treaty signing.

4. Draw a sketch of a treaty signing ceremony.

5. Look at some historical paintings and/or sketches of Indian treaty signing ceremonies. How accurate do you think they are? What can you tell from these illustrations?

6. Draw a series of sketches with dialogue illustrating a treaty signing. (On the order of a comic strip.)

7. Write and tape a speech that a government agent might make to get a group of Indians to sign a treaty in the 1800's.

8. Write (or read an existing) a speech of an Indian reply to a treaty proposal. Tape it.

9. Prepare an imaginary brief memo from Washington D.C. to a government agent with suggestions about how to convince Indians to sign a treaty.

10. Briefly outline the history of the Boldt decision on fishing as related to treaties.

11. You are a member of a tribe that feels betrayed by your tribal leader who has just signed a treaty with the U.S. government in 1830. Write a short play or dialogue that portrays the feelings of the group. (You could have a "mock trial" in which this leader is asked to justify his actions before a tribal council.)

VI. Concept: Tribal Government

Generalization: The documents that define the tribes' function to its people and to the government are the constitution and by-laws of the tribe. These contain the articles of self-determination and the methods of governing, tribal enrollment procedures and amendments.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "Indian History"

1. Literal Comprehension

(a) Refer to directly stated facts.

(b) Follow sequence of facts or events.

(c) Define the meaning of words in context.

(d) Define unusual word order.

2. Interpretation

(a) Comprehend supporting details.

(b) Select comparisons and contrasts.

(c) Recognize cause - effect relationships.

(d) Draw conclusions.

(e) Analyze author's conclusions.

3. Critical Reading

(a) Identify the author's mood, purpose, and intent.

(b) Identify the author's pattern of organization.

(c) Evaluate author's attitudes.

(d) Analyze ideas and arguments.

(e) Distinguish facts from opinions.

(f) Recognize different points of view.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop an awareness of the development and structure of tribal governments.

Suggested Student Projects

VI. Tribal Government

1. Draw an organizational chart of your tribal government including your position in it.
2. Compare the tribal governments of two greatly different tribes. How are they alike? How different?
3. Compare a tribal government structure to the U.S. government structure. How are they alike? How different?
4. Draw up an ideal structure for a tribal organization in an urban setting.
5. What is the position of women in tribal governments? In your tribal government? Discuss this.
6. Are tribal governments going to have to change to be functional in a changing, technological world? Discuss this.
7. Discuss some traditional forms of dissent by Native Americans. How does this affect a tribal history?
8. Imagine that you are speaking at a tribal council meeting in support of someone running for a high positions in your tribal government. Write what you would say. Tape it.
9. What is the value of "majority rule" in most tribal governments? Discuss this, pro and con.
10. Imagine that you are the leader of a faction that has decided to separate from the main tribe. Write a persuasive speech to convince undecided tribal members to join your group.
11. Research a faction that has separated from a main tribal government because of a basic conflict of beliefs. Write a report on this (or tape your findings). (e.g. Seminole faction from Creek tribe).
12. Interview (tape) a tribal leader.
13. Outline the duties of the Bureau of Indian Affairs and how these directly affect you.

VII. Concept: Native American Identity in Contemporary Society

Generalization: Indian people will never disappear from the face of the earth; they will always survive.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "On the Edge of Nowhere"

1. Literal Comprehension

(a) Identify the character spoken to.

2. Interpretation

(a) Recognize cause - effect relationships.

(b) Show why certain material is presented in the article.

(c) Identify the climax of the selection.

Specific Objectives: Valuing Process Behaviors: Reading the article and participating in the suggested projects, the student should:

1. Become aware of some social factors Native Americans have had to overcome to survive.

2. Gain an appreciation for the tenacity and resilience of Indian people that have helped them survive in the past and will continue to help them in the future.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Draw generalizations or inferences from research on a specific topic.

2. Analyze reactions on a specific topic or writing and transfer into another media.

Suggested Student Projects

VII. Native American Identity in Contemporary Society

Projects: Choose one or more of the following to do.

1. Research a tribe that is no longer existing. Why did they fail to survive? What can you personally learn from this?
2. Discuss some of the things your tribe has had to do to survive.
3. The "Trail of Tears" is an example of the hardships Indian people have had to endure to survive. Read about this and write your reaction.
4. Write a poem about survival.
5. Research why the Seminole band separated originally from the Creek tribe. Report on your findings.
6. Paint a picture or make a sculpture depicting "survival".
7. Survival often involves traditional crafts of a tribe also. Share with the class a tribal craft that has survived.
8. Write a short story or play about survival of an urban Indian.
9. Read a book or story about Native American survival. Report on this.
10. Write and/or sing a song about "survival".

VIII. Concept: Cultures in Conflict

Generalization: Reading, writing about and personally feeling the conflicts of change, creates a sense of being a part of the dynamics of living. This type of communication causes us to see ourselves in relation to other people; we see ourselves in history - a continuation of the unbroken tie to our ancestors - they are still living through us and we will live through our children.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "We Have Endured"

1. Literal Comprehension

(a) Refer to directly stated facts.

2. Interpretation

(a) Comprehend supporting details.
(b) Interpret inferences and implications.
(c) Draw conclusions.
(d) Anticipate forth coming events.

3. Critical Reading

(a) Identify author's position on topic.
(b) Evaluate author's definitions.
(c) Analyze ideas and arguments.
(d) Recognize emotionally-charged words.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Respect the cultural and philosophical differences between Indians and non-Indians.

2. Appreciate enduring social issues confronting Indians and non-Indians in the past and modern worlds.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Be able to analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

VIII. Cultures in Conflict

1. Make a painting or collage depicting cultures in conflict.
2. Read the book, Ishi In Two Worlds, and discuss some of the conflicts Ishi faced.
3. Film and assemble photographs to portray the conflict of Indians and non-Indian values.
4. Write a poem about cultural conflict.
5. Write a short story or play about a young Indian in conflict with the traditional values held by parents.
6. Write a short story or play about a reservation Indian child who is placed in a white foster home.
7. Write a report about an Indian foster parent plan and its basis.
8. Research how "termination" affected the Klamath Indians. Write your reaction to the termination policy.
9. Do further research on the outcome of the Pit River Indian demands. Write a report about it.
10. Do further research on "relocation" and its effect on Indian people. Write your conclusions about this policy.

IX. Concept: Native American Foods

Generalization: A basic human activity such as food gathering adapted to environmental factors, portrays the survival of heritage in balance with nature.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "Klallam Strong People"

1. Literal Comprehension

(a) Follow a sequence of facts or events.

(b) Define the meanings of words in various contexts.

2. Interpretation

(a) Identify assumptions.

(b) Identify author's pattern of organization.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Learn the impact of Indian foods on the general American culture.

2. Develop an appreciation for the wide diversity of foods among different Indian tribes.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Make inferences from lists of foods and variety of preparation about the impact of Indian foods on the general American culture.

2. Derive generalizations about the impact of Indian foods on the general American culture.

Suggested Student Projects

IX. Native American Foods

1. Are there any foods that are special in your tribe? Prepare a recipe booklet on tribal food.
2. Research some special Native American recipes. Prepare some of them. Write your reaction.
3. What are some of the things that affect what food a tribe will eat and how they prepare their food. Write an article about this.
4. What foods have Indians introduced into the American culture? Write about these and their importance.
5. Prepare a special Native American dish and share with the class.
6. Describe, step-by-step, how to prepare a certain tribal food.
7. Make a collage of Native American foods that have been adapted by the American culture.
8. Research special Indian containers for foods (baskets, boxes, etc.) and write about them.
9. Describe in detail an Indian method of preserving food.
10. Draw or paint a scene depicting food preparation.

X. Concept: Traditions: Past and Present

Generalization: As we understand the traditional ways of making a living of other peoples, we can begin to understand them and our own culture better.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "Klallam Clothing"

1. Literal Comprehension

(a) Refer to directly stated facts.
(b) Follow sequence of facts or events.

2. Interpretation

(a) Comprehend supporting details.
(b) Select comparisons and contracts.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Value the traditional economies of Native Americans.

2. Respect the role of traditional economies and their effect upon tribal subsistence.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop and maintain map reading skills.

2. Apply problem solving skills to socio-economic issues.

Suggested Student Projects

X. Traditions: Past and Present

1. Describe a traditional way of hunting or fishing.
2. Relate an incident in your life involving hunting or fishing.
3. Write an essay about "Native American Ecology".
4. Research and write about a modern tribal industry (e.g. Lummi aquaculture).
5. Draw a map of some of the traditional Indian trade routes.
6. Research and write about some of the goods that were exchanged between tribes.
7. It is often remarked that the Indians used all of the animal they killed. Describe in detail one example of this.
8. What traditional economies did your tribe practice? Write about them.
9. Sketch or paint a scene depicting a traditional economy.
10. Interview (and tape) an older Indian about traditional economies practiced.

XI. Concept: Education: A Native American Viewpoint

Generalization: A characteristic distinguishing humans from other animals is that it is necessary for humans to spend all their life learning about new things appropriate to their age.

Specific Objectives: Cognitive Behavior: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "You Are Highly Educated"

1. Literal Comprehension

(a) Refer to directly stated facts or ideas.

(b) Identify the character spoken to.

(c) Define the meanings of words in various contexts.

2. Interpretation

(a) Select and formulate the main idea.

(b) Identify assumptions.

3. Critical Reading

(a) Identify the author's principal audience.

(b) Evaluate the author's definition.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Value the contributions of education to people of all groups.

2. Develop curiosity about cause and effect relationships.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Analyze and evaluate alternatives by assessing appropriate consequences.

2. Select policies consistent with values.

Suggested Student Projects

XI. Education: A Native American Viewpoint

1. Write an essay on the value (or lack of it) of a formal education.
2. Write an essay on the importance of the early training of an Indian child.
3. Research the biography of a contemporary Indian and the influence of education on his/her life. Write a report on this.
4. Research and report on the traditional education of an Indian youth.
5. Compare the teaching ane educational format at your school with the way it is in public school. How are they alike? How different.
6. Write a poem about education.
7. Research the Bureau of Indian Affairs' schools. How are they different from public schools? From your school? Write about it.
8. Make a collage about education.
9. Read some poems about Indian education. Select at least four that you like and tape them on a cassette.
10. Write a short story or play about effective education.

XII. Concept: Future

Generalization: Every day of our lives, we must build or rebuild ideas towards the end of knowing who we are. We will pass on to our children a sense of worthiness of being Indian.

Specific Objectives: Cognitive Behaviors: As a result of reading the article and correctly answering the Student Questions for these articles, the student will apply the following skills:

C. Level III. - "Indians Today, the Real and Unreal"

1. Literal Comprehension

(a) Refer to directly stated facts or ideas.

(b) Use correct punctuation.

2. Interpretation

(a) Recognize cause - effect relationships.

(b) Differentiate between observations and inferences.

3. Critical Reading

(a) Identify the author's position on the topic discussed.

(b) Evaluate the author's attitudes.

(c) Distinguish facts from opinions.

(d) Recognize unsubstantiated claims.

Specific Objectives: Valuing Process Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Develop a curiosity about cause and effect relationships.

2. Develop an awareness of the importance of government policies upon personal lives.

Specific Objectives: Inquiry Skill Behaviors: As a result of reading the article and participating in the suggested projects, the student should:

1. Propose hypothesis and test them against data.

2. Derive generalizations.

3. Select policies consistent with values.

Suggested Student Projects

XII. The Future

1. Write a position paper about "self-determination".
2. Research and write a report about "termination". What does it mean? How could it affect Indian policy and Indian life? How could it affect you?
3. Write a poem about "self-determination" or "termination".
4. Draw a political cartoon about "self-determination" or "termination".
5. Write a position paper on what you see as the future of Indian peoples.
6. Read the book, Indian's Summer. Write your reaction to it. Is this future for the Indian workable?
7. Imagine that you are running for senator of your state. Write and tape a political speech in which you outline what you will do for Indian people if elected.
8. The Native American is often stereotyped. Write a paper listing some of these stereotypes and how can they be dispelled in the future?
9. Describe or sketch the ideal Indian community (or community center) of the future.
10. There are few full-blood Indians today. Some say that eventually the Indians will become assimilated. How do you feel about this? Be sure to back up your position with facts.

ANSWER KEY:

I. C. 1. A
2. (in own words), epic chronology, religion's observance, legendary chant.
3. D
4. B
5. 3,5,7,8,10

II. C. 1. c
2. d
3. b
4. c
5. b
6. (1) healing plants & herbs
(2) manipulation
(3) sweat-bath
7. a. song
b. ceremony
c. prayer
8. b

III. C. 1. b
2. c or d
3. a. (any two) savages
b. honorary wisdom of proverb & fable
c. naturally magnanimous & openminded
(all illustrate the condescending "noble savage" stereotype).
4. similar way of selecting gods & deities from nature.
5. Sun & Earth represent male and female principles.
6. both animal & man spoke same language.
7. arrows used by 1st man used in battles with animals. Proof: not able use in present day.
8. d
9. descended from grandmother's clan & illustrate that man & animal used to be much closer.

V. C. 1. c
2. c
3. c
4. b
5. a

VI. C. 1. d
2. native people, language, culture.
3. c
4. b
5. c

VII. C. 1. a
2. b
3. c
4. c
5. c
6. d
7. c
8. his mind cleared of the fog
9. c

ANSWER KEY:

VIII. C. 1. (any three)
(a) Indians confronted
(b) proof came
(c) Indian's travail
(d) over Indian's grievances and injustices
2. c
3. d
4. a
5. d
6. (any wording)
(a) return land
(b) pay back profits
(c) payments for injustices
(d) restore destroyed natural resources
(e) allow Indian religions and studies be taught
7. full force, inseparable, interrelated

IX. C. 1. approximately 2,000 to 2,500 square miles.
2. all the things could utilize around them.
3. d
4. I. Preparation of first salmon caught

A. laid with head pointed upstream
B. cleaned with clean fern leaves - never water
C. cutting and cleaning always done with ancient knife.
D. cut made from head to tail, along backbone
E. bone removal with head attached
F. opened out, stretched flat and held in place by cedar sticks
G. roasted on split stick before alder fire

II. Eating of first salmon caught

A. everyone in village took piece of first salmon
B. had to be eaten by sundown
C. heart of fish burned in fire
D. remaining bones thrown on river bank or into water
E. no one go fishing until ceremony finished

III. Storage of dried and smoked salmon

A. folded up like sheets of brown paper
B. stored away
1. prepared holes dug in ground
2. put in beautifully woven baskets

X. C. 1. c
2. b
3. d
4. dog hair, goat wool
5. Hudson Bay

ANSWER KEY:

XI. C. 1. a
2. c
3. b
4. (teacher evaluation)

XII. C. 1. b
2. d
3. b
4. c
5. b
6. a

IV. Tecumseh

Concept: Speeches of Great Chiefs

Successful writers and speakers organize their work first in outline form. If you can realize the sequence of their thoughts, you will understand and remember the material better. Fill out the outline below with brief details from the story.

Tecumseh

1. Youth

   A. Warfare family tradition

      1. 1774 - father dies fighting frontiersmen
      2. two older brothers die fighting colonial soldiers

   B. Warrior qualities.

      1. daring
      2. courageous
      3. humanity

II. Indian Statesmen

   A. Great Plan

      1. uniting all Indian People
      2. powerful confederation of tribes

   B. Brother's (Tenskwatawa) new dogma

      1. no more intermarriage with whites
      2. abandon all white man's ways
      3. return old way of life
      4. Indian witchcraft denounced
      5. white man's firewater denounced

   C. Tecumseh Impact

      1. Travel

         a. from Florida to St. Louis
         b. urge Indians to unite

      2. Description

         a. magnificant figure
         b. resounding voice

   D. Great Speaker

      1. Argued Position

a. U.S. government, no right to buy land from single tribe
b. entire Ohio Valley belong to all tribes in common

III. Northwest Territory Governor (William Henry Harrison)

A. Determined Undo Indian Interests.

1. refuse recognize Tecumseh arguments
2. too conscious provisions for Indian interests

B. Tecumseh Travels to Canada.

1. hope to get British help
2. return with gifts but not sure of support

C. Harrison Undermines Greenville Treaty.

1. make separate agreements with 11 tribes
2. dismisses Tecumseh's protests

D. Tippecanoe

1. Harrison sends 900 soldiers to Tippecanoe
2. Tenskwatawa disobeys orders, sends Indians to attack
3. Indians defeated, scattered and disillusioned.
4. Tecumseh return to find alliance shattered

IV. War of 1812

A. Tecumseh becomes Brigadier General

1. respected by British
2. led white and Indian troops in four major battles

B. Battle of the Thames (Ontario)

1. British make last stand
2. Allied English and Indian troops defeated by Harrison

C. Death of Tecumseh

1. fall in battle at age 45
2. changed to buckskins, body never found

AFFECTIVE EVALUATION

ADULT INDIAN READER EVALUATION FORM

FOR STUDENT

Name of school _____ Your age _____

Name of reader _____

PLEASE CIRCLE THE LETTERS BELOW WHICH APPEAR NEXT TO YOUR ANSWER. PLEASE CIRCLE ONLY ONE LETTER PER QUESTION. ASK YOUR TEACHER IF YOU DO NOT UNDERSTAND.

1. Did you enjoy the Indian Reader?

   a) Yes, a lot.
   b) It was O.K.
   c) No, not very much at all.

2. Did you find that you talked with other students about things in the Reader after using it?

   a) Yes, a lot.
   b) Some.
   c) No, not very much at all.

3. Did you find that you talked with others about things in the Reader after using it?

   a) Yes, a lot.
   b) Some.
   c) No, not very much at all.

4. How useful did you find the Reader?

   a) Very useful.
   b) Pretty useful.
   c) Not very useful at all.

5. How much do you think the Reader has helped you in reading or language arts?

   a) A lot.
   b) Some.
   c) Little or not at all.

6. What do you think about how the Reader looks?

   a) Looks pretty nice.
   b) Looks O.K.
   c) Doesn't look that nice.

7. Were you able to understand the stories and articles in the Reader?

   a) They were generally too difficult.
   b) They were O.K.
   c) They were generally too easy.

ADULT INDIAN READER EVALUATION FORM
FOR STUDENTS
Page Two

8. What do you like best about the Reader?

_____

_____

_____

9. What do you like the least about the Reader?

_____

_____

_____

10. We'd like to know what changes you would make in the Reader? In the space below, write down some of the things you would change in the Reader, and why you would change them.

11. Did you have any problems with this evaluation form? Please explain in the space below.

ADULT INDIAN READER EVALUATION FORM
FOR INSTRUCTOR
Page Three

Name _____ Product _____

Date You Experienced Product _____ Date You Are Evaluating Product _____.

1. Did the product meet all its objectives? Yes ____ No _____

   If not, which ones did it not meet?

   How might these be met?

2. What grade level would be optimum for the product?

3. What improvements could be made in the physical appearance of the product to make it handier or more attractive (color, binding, size, type, e.g.)?

4. How relevant is the product to Indian adult students?

5. How relevant is the product to non-Indian students?

6. Please list any improvements you think could be made in the product (clarity, pictures, philosophy, tone, whatever).